

ISZL | ANNUAL REPORT

2024/25



MISSION

WE ARE A COMMUNITY OF LEARNERS
determined to make the world, or our corner of it,
A BETTER, KINDER PLACE.

*We reflect our values in everything we do
so that we make the most of
OPPORTUNITIES AND CHALLENGES
in a spirit of enthusiastic inquiry.*

VISION

We help every student turn their learning
INTO ACTION, CREATING THE OPPORTUNITY
to stretch themselves further
and achieve more than they believe possible.

VALUES

WE RESPECT.

*We show empathy and are inclusive and thoughtful
in our interactions with others.
Every person is valued and valuable.*

WE MOTIVATE.

*We inspire each other and grow by building on
everyone's individual and collective passions.*

WE ACHIEVE.

*We create an exceptional learning environment
focused on academic achievement
and holistic development.*

CONTENTS

02

MISSION AND VALUES

03

CONTENTS

04

MESSAGE FROM ISZL'S DIRECTOR

06

NACHRICHT VOM DIREKTOR
DER ISZL

08

BOARD OF TRUSTEES

11

LEADERSHIP

14

ISZL BY THE NUMBERS

16

JOURNEYS THAT SHAPE US

19

FIRST LANGUAGES

20

WHERE OUR FAMILIES LIVE

23

ENROLMENT

24

STUDENT NATIONALITIES

26

IB DIPLOMA RESULTS

27

AP AND BTEC RESULTS

28

UNIVERSITY ACCEPTANCES

30

FACULTY AND STAFF

32

SPORTS RESULTS

34

SAFEGUARDING
POLICIES

37

FUND FOR EXCELLENCE

39

AUDITED FINANCIAL REPORT



MESSAGE FROM ISZL'S DIRECTOR

As I look back on the 2024/25 school year, I am struck by the seemingly countless moments of joy, connection, and learning that define our community of 1,200 students, 300 staff, over 2,000 registered student alumni, and 350 volunteers. Each day at ISZL reminds us that we are a place where students, families, and staff come together with a shared purpose and a genuine care for one another. It is hard not to feel proud to be part of something so special.

This year, I was especially moved by the many ways our community embraced the spirit of belonging. You could see it everywhere, whether at International Day, on the sports field, in classrooms, through the arts and service, or in the everyday moments where students looked out for one another. These moments remind us that while academic achievement matters, the deeper work of education is about nurturing compassionate, confident, and thoughtful young people.

Our Class of 2025 exemplified this balance across multiple pathways. Ninety-seven percent of IBDP students earned the International Baccalaureate (IB) Diploma, with an average score of 35 (compared to the global average of 31). Advanced Placement (AP) students averaged 4.1 out of 5, and our BTEC Creative Media graduates earned exceptional results, including six Distinction* awards. You can read more about these achievements on pages 26 and 27.

When I think about the future, I inevitably think of our students. They have an extraordinary ability to meet change and uncertainty with optimism. I saw that spirit firsthand during our Grade 11 Personal Development Week in the Himalayas, where our students navigated steep terrain, engaged with local communities, and supported one another through challenge and discovery. It was a powerful reminder of what learning at ISZL is all about: courage, empathy, and shared humanity. You can read more about that experience on page 16.

The journey ahead will bring new challenges and opportunities, as well as many moments of joy. I am confident our community will meet them with the same care, generosity, and commitment that define us.

To our students, parents, staff, and alumni: thank you. ISZL thrives because of your trust, your dedication, and your belief in what we can achieve together.

With gratitude and anticipation,

BARRY DEQUANNE
Director

NACHRICHT VOM DIREKTOR DER ISZL

Wenn ich auf das Schuljahr 2024/25 zurückblicke, kommen mir viele schöne Momente in den Sinn – voller Freude, Gemeinschaft und inspirierendem Lernen. Diese Momente zeigen, was unsere Gemeinschaft aus 1'200 Schülerinnen und Schülern, 300 Mitarbeitenden, über 2'000 registrierten Alumni und 350 Freiwilligen so besonders macht. Jeder Tag an der ISZL erinnert uns daran, dass wir ein Ort sind, an dem Schülerinnen und Schüler, Familien und Mitarbeitende mit einem gemeinsamen Ziel und echter Fürsorge füreinander zusammenkommen. Es ist schwer, dabei nicht stolz zu sein.

In diesem Jahr hat mich besonders berührt, wie stark unsere Gemeinschaft das Gefühl der Zugehörigkeit gelebt hat. Das war überall sichtbar: am International Day, auf dem Sportplatz, im Unterricht, in der Kunst und im Service Learning oder in kleinen täglichen Momenten, in denen sich unsere Schülerinnen und Schüler gegenseitig unterstützt haben. Diese Momente erinnern uns daran, dass schulische Leistungen wichtig sind, die eigentliche Aufgabe von Bildung jedoch darin besteht, junge Menschen zu mehr Empathie, Selbstvertrauen und Achtsamkeit zu begleiten.

Unsere Abschlussklasse 2025 hat dieses Gleichgewicht besonders deutlich gezeigt. Siebenundneunzig Prozent haben das International Baccalaureate (IB) Diploma erreicht, mit einem Durchschnitt von 35 Punkten (der weltweite Durchschnitt liegt bei 31). Unsere Advanced Placement (AP) Schülerinnen und Schüler erzielten einen Durchschnitt von 4,1 von 5 Punkten. Die BTEC Creative Media Absolventinnen und Absolventen erreichten ebenfalls hervorragende Resultate, darunter sechs Auszeichnungen mit Distinction. Mehr über diese Erfolge finden Sie auf den Seiten 26 und 27.

Wenn ich an die Zukunft denke, denke ich immer zuerst an unsere Schülerinnen und Schüler. Sie können Veränderungen und Unsicherheiten mit einer beeindruckenden positiven Haltung begegnen. Das habe ich auch während der Grade 11 Personal Development Week im Himalaya erlebt. Dort bewältigten unsere Schülerinnen und Schüler anspruchsvolles Gelände, kamen mit lokalen Gemeinschaften in Kontakt und unterstützten sich gegenseitig. Dieses Erlebnis hat mich daran erinnert, worum es beim Lernen an der ISZL geht: Mut, Empathie und unsere gemeinsame Menschlichkeit. Mehr zu dieser Reise finden Sie auf Seite 16.

In den kommenden Monaten wird es neue Herausforderungen und Chancen geben – und viele weitere schöne Momente. Ich bin sicher, dass unsere Gemeinschaft ihnen mit derselben Fürsorge, Grosszügigkeit und Entschlossenheit begegnen wird, die uns auszeichnen.

An unsere Schülerinnen und Schüler, Eltern, Mitarbeitenden und Alumni: Vielen Dank. Die ISZL lebt dank Ihrem Vertrauen, Ihrem Engagement und Ihrem Glauben daran, was wir gemeinsam erreichen können.

Mit Dankbarkeit und Vorfreude,

BARRY DEQUANNE
Direktor



ISZL'S BOARD OF TRUSTEES

At ISZL, our Board of Trustees plays an important role in upholding our Mission and Vision. Each member is committed to supporting the best interests of our students, staff, and the entire ISZL community. The Board not only appoints the school's Director but also ensures our financial well-being and guides our future growth. We are proud to introduce our Board members, whose professional expertise helps shape the future of our school.



DANIEL URECH - BOARD CHAIR

Member of the Facilities, Finance and Audit, Fundraising, and Governance Committees

Dan Urech served on the Board of the Riverside School from its establishment in 1990. He was ISZL's first Board Chairman from 2008 to 2012 and re-joined the Board in October 2018. Dan is a Swiss citizen, who studied Languages and Law in Geneva, International Relations at Princeton University and graduated from Law school in Bern. After many years in insurance and banking, he started his own law practice in 1981 and is an active member of the Bar Associations of Zurich and Switzerland, while also serving on the boards of Swiss companies and foundations. He has a daughter and a son; the latter was a member of the first generation of students at the Riverside School.



ANDREA VAVASSORI

Member of the Finance and Audit, and Governance Committees

Andrea Vavassori is an Italian citizen with two children who attend ISZL. Andrea has a degree in Business Administration from Università Bocconi in Milan and the CEMS Master in International Management from ESADE in Barcelona. Andrea has over 25 years experience in business finance, based in France, Italy, Spain, and, since 2011, Zug. He is currently VP and CFO EMEA at Crown Packaging European Division. Andrea joined the Board in March 2016.



ROGER BOSSHART

Member of the Facilities Committee (Chair)

Roger Bosshart, a Swiss national, has called Zug home since 1973. He is the proud parent of three grown children. Roger holds a Graphic Art degree from Zürich University of the Arts and has been at the helm of DYNAMITE AG, an advertising and communications agency in Steinhäusen, since 1995. In his role as CEO, he specialises in developing innovative branding and communication strategies. Roger served as a member of the parish council in the community of Neuheim for a commendable 14-year tenure. Roger joined the Board in July 2018.



JENNIFER BAYARD – BOARD VICE CHAIR

Member of the Facilities, and Fundraising (Chair) Committees

Jennifer Bayard is a Swiss citizen and has been a resident of the Canton of Zug since 2003. Since her daughter joined ISZL, Jennifer has been an active member of the community. She has served on the Primary School Parent Advisory Council, and regularly volunteers in different capacities to support school events. Jennifer has a Law degree from Fribourg University, Switzerland. She has worked for many years in the financial services sector, where she has held different roles, including in governance, compliance, and quality management. Jennifer joined the Board in December 2018.



BARRY DEQUANNE – ISZL'S DIRECTOR

Member of the Facilities, Finance and Audit, Fundraising, and Governance Committees

ISZL's Director sits on the board as a non-voting member. Turn to page 11 for more on our School Director.



CHRISTOPHER MCKINLAY

Member of the Finance and Audit Committee (Chair)

Chris McKinlay is a British citizen and has lived in the Canton of Luzern with his family for most of the last 20 years. He has a son and daughter who attend university in the UK and are both ISZL alumni. Chris has a Masters' degree in Economics from the University of Cambridge, is a Chartered Accountant and a member of the Institute of Chartered Accountants in England and Wales. He has more than 30 years of experience in finance, accounting and auditing, mainly in the healthcare sector, and is currently VP and CFO for Kenvue's EMEA and LATAM businesses and its Global Supply Chain operations. Chris joined the Board in March 2020.



VIKTORIYA ANASHKINA

Member of the Fundraising Committee

Viktoriia Anashkina is a Russian citizen and has lived in Zug with her daughter (ISZL alumni) since 2014. Viktoriia is a medical doctor by education, holds a Master Degree in Consulting and Coaching for Change from INSEAD (France), and a Marketing Diploma from the Chartered Institute of Marketing (U.K.). Viktoriia has several years of experience as a medical doctor, and more than 30 years of experience in the Pharma and Biotechnology Industry, mainly in Sales & Marketing and General management. Currently, she is VP, Sub-regional General Manager of EERT (Eastern Europe, Russia Türkiye) at Amgen. Viktoriia joined the Board in 2024.



ANDREAS BOSNJAK

Member of the Governance Committee (Chair)

Andreas Bosnjak is a German citizen and has lived in Zug with his family since 2017. He has two young daughters, both of whom currently attend ISZL. Andreas has a Master's degree in Business Administration from the Technical University of Ingolstadt (Germany), with a specialisation in Finance and Human Resources Management. He has recently completed a coaching certification from INSEAD. He has spent most of his professional career in the United States and Europe where he worked as a Strategy Consultant and Human Resources leader. Currently, he is the Global Head of Talent & Development at the Schindler Group. Andreas joined the Board in 2024.



VAL HACKEL

Emeritus board member

Val Hackel is a British citizen. Val and her late husband, Alec, founded the Riverside School in 1990 and initiated the merger with the International School of Zug, which created ISZL. They have provided leadership and financial support to the School from its inception. Val has two grandsons, both of whom have recently graduated from ISZL. Since the 2016-17 school year, Val has served as an Emeritus Board Member.

MEMBERS			
DANIEL URECH (Chair)		JENNIFER BAYARD (Vice Chair)	
Andreas Bosnjak Roger Bosshart	Barry Dequanne Val Hackel	Christopher McKinlay Andrea Vavassori	Viktoriia Anashkina

OUR BOARD MEMBERS SIT ON THE FOLLOWING COMMITTEES:

FACILITIES	FINANCE AND AUDIT
Roger Bosshart (C) Daniel Urech Jennifer Bayard Barry Dequanne	Christopher McKinlay (C) Daniel Urech Barry Dequanne Andrea Vavassori
FUNDRAISING	GOVERNANCE
Jennifer Bayard (C) Daniel Urech Barry Dequanne Viktoriia Anashkina	Andreas Bosnjak (C) Daniel Urech Barry Dequanne Andrea Vavassori

LEADERSHIP INTRODUCTION

The ISZL leadership team is composed of seven staff members, each bringing their own expertise to their respective divisions. The team is responsible for overseeing the smooth daily operations of the school, while also strategically planning for ISZL's future. Their work is guided by a commitment to prioritising the best interests of students in all decision-making. Additionally, the leadership team ensures the effective implementation of ISZL's Mission and Vision.

We want to extend our heartfelt thank you to former Director of Technology, Chris Vincent, who has moved into a new role at ISZL as Head of IT Systems & Processes.

LEADERSHIP PROFILES



BARRY DEQUANNE

ISZL Director

Barry Dequanne is the Director of the International School of Zug and Luzern. Before moving to Switzerland, he worked at schools in Brasilia, São Paulo, Buenos Aires, and Swaziland. Originally from Canada, Barry has worked in the field of international education for over thirty years. Barry's academic background is in mathematics and computer science. Shortly after graduation, he realised where his professional passion was to be found. Barry is married and the proud father of two young children. Their home languages are English and Portuguese.

In addition to his work at ISZL, Barry also served or is serving in the following roles:

- *President, Board of Trustees for the Association for the Advancement of International Education (AAIE)*
 - *Treasurer, Board of Trustees for the Swiss Group of International Schools (SGIS)*
 - *Member of School and University Leaders Summits, Council of International Schools (CIS)*
-



MARIA VOUTOS
Deputy Director

Maria joined the International School of Zug and Luzern (ISZL) in 2023 as Deputy Director, bringing extensive international experience from schools in China, Thailand, Korea, Canada, and the United States. Before joining ISZL, she served at Atlanta International School, a K-12 International Baccalaureate institution, where she founded the school's full-immersion Early Years Programme and later led as Head of Primary School. At ISZL, Maria has been leading work around curriculum cohesion and clarity, ensuring alignment and shared understanding across the learning continuum. She is a strategic thinker, community builder, trained Restorative Practitioner, Intercultural Development Inventory (IDI) Administrator, and an effective communicator committed to collaborative growth.

Maria holds a background in Early Childhood and Elementary Education and a Master's Degree in International Education. Originally from Canada, where her father immigrated from Greece, she speaks English, French, and Greek. Outside of school, Maria enjoys traveling with her wife, Tina, an educator in ISZL's Primary School, and their dog, Sacha.



STEFAN DITTLI
Director of Operations

Stefan Dittli is a Swiss citizen who was born in Zurich. He has a Master's Degree from ETH Zurich, a Swiss Federal Diploma in Information Technology and an Executive MBA in Digital Transformation from the University of Applied Sciences of the Grisons. A former High School teacher, Stefan joined ISZL from Swiss Re, leading global projects, and regional and global teams of up to 150 employees.

Stefan is married, and the proud father of two young adults — one who recently graduated from local High School and the eldest who just started his studies at the University of Zurich. He speaks German, English and some French.



ANDREA GERLICH
Director of Admissions and Advancement

Andrea is an experienced admissions professional with over 18 years working in the international school sector. She joined ISZL in September 2021. Prior to joining ISZL, Andrea served as Head of Admissions and Marketing at The International School of Azerbaijan. She also worked as a consultant on international projects in Kyrgyzstan and Uzbekistan after moving abroad in 1997 from her home country of Germany.

Outside of work, Andrea enjoys hiking and running in Switzerland's beautiful countryside, exploring new places with her husband Michael, going to the gym, and reading. She and Michael have two daughters who each earned the IB Diploma, one as a 2023 ISZL graduate and the other as a 2020 graduate of TISA in Azerbaijan.



LINSEY LAWRENCE
High School Principal

Linsey Lawrence worked as High School Principal and High School Vice Principal, and most recently as Acting Principal at UWCESA (Dover) in Singapore for 7 years before arriving at ISZL in 2022. She has also worked as an international educator in Malaysia, Hong Kong and Thailand. Linsey loves teaching Global Politics and Sociology, History, and Personal and Social Education. She is passionate about holistic education and nurturing wellbeing. Linsey has two children at ISZL and her husband works as an educator in the Primary School.

In her free time Linsey enjoys reading, cooking (and eating), cycling, yoga, weights, but mostly family time with her husband and daughters.



STUART BYFIELD
Middle School Principal

Stuart has been a member of the ISZL community since joining in 2010 as Grade 7 Team leader and teacher of mathematics. He served as Assistant Principal of the Middle School working closely with staff, students and parents for seven years before taking on the Middle School Principal Role in 2019. Previously, he was part of the senior leadership team at Ranby House School in the UK, with responsibility for curriculum development and leading a traditional preparatory school towards a more modern and student-focused approach to teaching and learning.

Stuart is married to Nikki, who runs an arts and craft business within the Swiss community, and they have three boys.



MELISSA BLAND
Primary School Principal

Mel joined ISZL in 2024 as the new Primary School Principal. Her previous role was Foundation Principal at Te Uho o te Nikau Primary School in Auckland, New Zealand. Mel led her former school from its establishment to an enrollment of over 1,000 students. Mel's experience spans from New Zealand to international schools globally [Philippines, Singapore, Malaysia and Tai-wan], to the International Baccalaureate (IB) Primary Years Programme. She has also worked leading early childhood centres, as her belief is that a primary principal needs to know the whole journey for our youngest learners. The children are the best part of a school day for her and she thrives when she feels connected with those she works with and the community in which she is based.

Mel is here with her partner Mike and their dog Nikau [ISZL's school dog]. Their families are spread across, NZ, Australia, Fiji, Samoa, Singapore and the United States. They are also grandparents to two girls. Mike is a Health & PE teacher with a passion for coaching. Mel was born and raised in New Zealand however she is also deeply rooted in her Fijian heritage from her mother's side of the family. In her free time, Mel loves to go for long dog walks, go shoe shopping and watch the game of rugby in any form.

ISZL

BY THE NUMBERS

FOUNDED IN
1961



3-18
AGE RANGE OF
STUDENTS



1,179
STUDENTS
ENROLLED



2
CAMPUSES
IN CANTON ZUG



1
CHALET
IN THE ALPS



131
CLUBS
AND ACTIVITIES



AVERAGE
450
LUNCHES SERVED PER
DAY AT ZUG CAMPUS



60
STUDENT
NATIONALITIES



24
ACTIVE
BUS ROUTES



OVER
600,000 KM
COVERED BY OUR
TRANSPORTATION FLEET



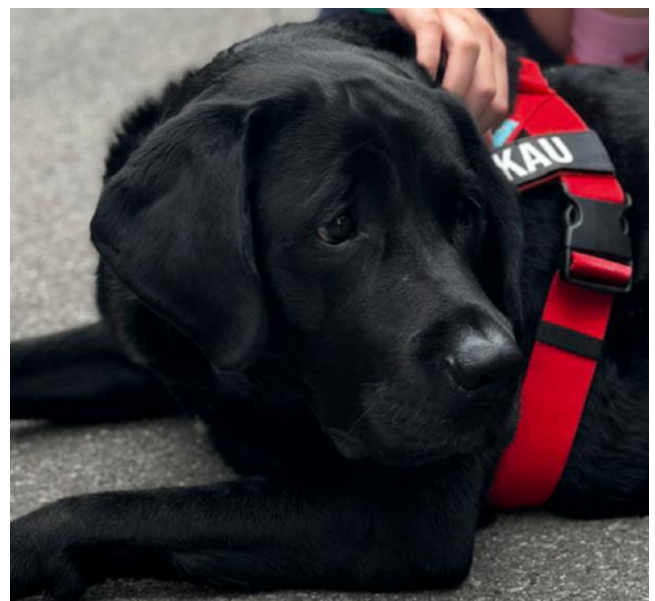
45
FIRST LANGUAGES
SPOKEN



780
FAMILIES

1

CERTIFIED
THERAPY DOG





WE
ARE
ALL
ISZU

JOURNEYS THAT SHAPE US

TRANSFORMATIVE LEARNING THROUGH PERSONAL DEVELOPMENT WEEKS

Every September, ISZL students swap their classrooms for real-world learning during Personal Development Weeks (PDWs). These immersive experiences help our students build confidence, independence, and a broader perspective of the world and their place within it. The people they meet, the places they explore, and the challenges they take on all play a role in shaping the young adults they are becoming.

PDWs are included in tuition fees and offered free of charge to all students, reflecting our commitment to making transformational experiences accessible to every learner.



The PDW programme is carefully designed to grow with our students. In Primary School, trips focus on friendship and building independence. In Middle School, students take on new challenges, testing resilience and teamwork in outdoor settings. By High School, PDWs evolve into service learning experiences where students live and work alongside local communities, developing leadership, empathy, and global responsibility. These shared journeys create powerful connections: between students and staff, between peers, and between

ISZL and the communities we encounter. They give our students the push to step outside their comfort zone, the curiosity to explore new cultures, and the confidence to bring their learning back into the classroom.

As Grade 11 student Eliot S. reflected after a recent Impact Expedition in the Himalayas:

"It was such a stark representation of the humanity of people, even those living in such harsh conditions... if the people living in this tiny village could be some of



the kindest people I've met, I could also try harder to be a better person."

THE GRADE 11 HIMALAYAS EXPERIENCE

In September 2025, nineteen Grade 11 students and four teachers travelled to Ladakh, India, for an "Impact Expedition" in partnership with the Global Himalayan Expedition (GHE). After acclimatising to the altitude and exploring Leh's monasteries and markets, the group travelled to a remote village in Hundar, where they would spend several days working alongside local families. As ISZL Director Barry Dequanne, who joined the group, reflected:

"The days we shared became a journey through history, culture, and resilience, but above all, a celebration of human connection. Being in the Ladakh region feels like stepping directly into history... It was a living lesson in how history is not behind us, but under our feet, woven into the people and places that carry its story forward."

Once in Hundar, students split into groups to install rocket stoves in households and solar panels on the village monastery. They also joined in daily activities such as harvesting barley, roasting grain, and churning milk into butter. For Eliot (Grade 11), the most powerful moments came not only in the work, but in the way villagers welcomed them:

"Each time we went to install the rocket stoves the people living in the village would not only welcome us, complete strangers, into their homes but also give us tea and food."

A poignant memory for Mr. Dequanne came when the students joined villagers in the fields during a time of mourning:

"A touching and poignant moment during our time in the village came when a family was tragically mourning the loss of a son. Out of respect, no celebrations were held that week. Yet, with the rains approaching, the barley harvest could not be delayed. Shoulder to shoulder, our students joined the community in the fields, embodying empathy not as an abstract concept but as a lived act of solidarity. It was a lesson in humility, service, and shared humanity that no classroom could replicate."

Camping in the Himalayas offered yet another layer of learning. Eliot recalled the contrast between life in Switzerland and the remoteness of the valley:

"Driving to and out of the valley in which the village was situated, the rough road was winding and right above a river. Although it was unnerving, we spoke to the villagers about how important the road was. When I was there, I thought back to Switzerland and reflected on how I had always taken paved, safe roads

for granted and how essential they are to my everyday life."

For Mr. Dequanne, the nights under starlit skies offered their own lesson:

"Camping at high altitude brought its own lessons: no light pollution and no distractions, but only silence, stars, and the bonds of shared challenge. It is in such moments that resilience, understanding, and compassion are built."

LESSONS THAT LAST

As both student and director reflections show, the Himalayas trip went beyond being an expedition:

"Our PDW programme is not an add-on; rather, it is an integral part of learning at ISZL. These experiences stretch our students beyond the familiar, nurturing curiosity, empathy, and a sense of responsibility as global citizens. They return with deeper questions, greater resilience, and renewed gratitude for each other, for the world, and for the lessons only lived experience can teach."

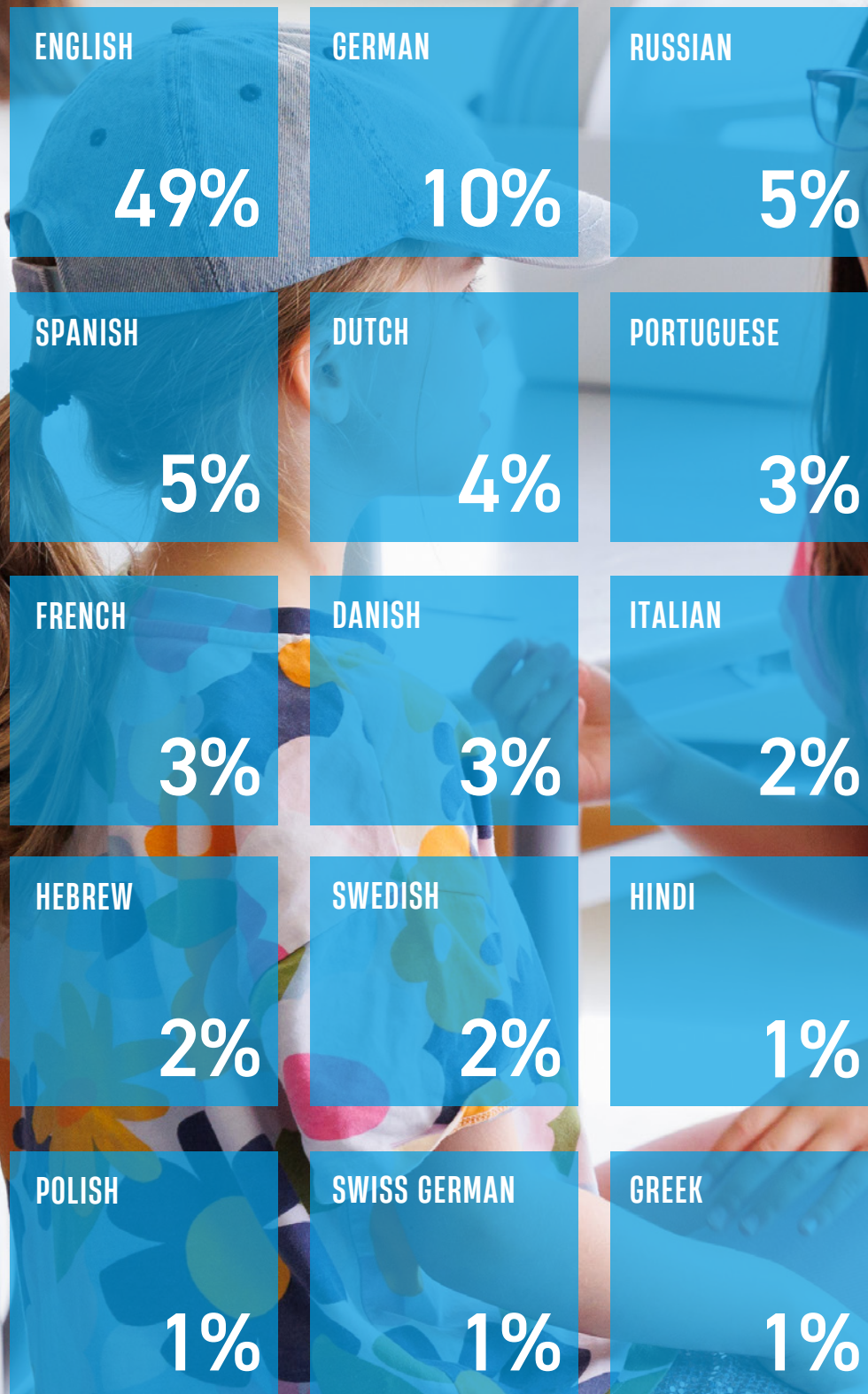


PERSONAL DEVELOPMENT WEEK DESTINATIONS

Recent PDW experiences have taken ISZL students to destinations across Europe and beyond, including:

COPENHAGEN
FRANCE
GHANA
ICELAND
INDIA
LISBON
NETHERLANDS
SCOTLAND
SPAIN
CORNWALL, UK
WALES, UK
LAKE ANNECY, FRANCE
LAKE GARDA, ITALY
CRANS MONTANA
WENGEN

FIRST LANGUAGES OF STUDENTS

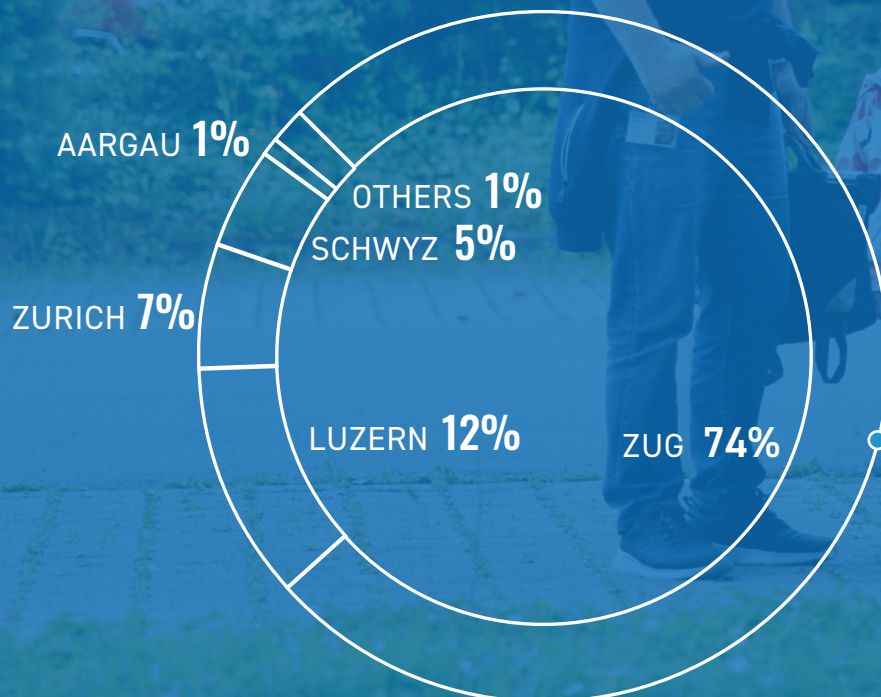


Fewer than 1% of each of the following (not an exhaustive list): Chinese, Afrikaans, Turkish, Ukrainian, Norwegian, Czech, Norwegian Bokmål, Finnish, Hungarian, Vietnamese, Telugu, Croatian, Arabic, Sinhala, Romanian, Marathi, Filipino, Estonian, Catalan, Bengali, Urdu, Serbo-Croatian, Serbian, Latvian, Korean, Japanese, Icelandic, Gujarati, Burmese, Bulgarian, Australian languages.

WHERE OUR FAMILIES LIVE

This page is one of our most popular regular features, as new families work out where they would like to move to.

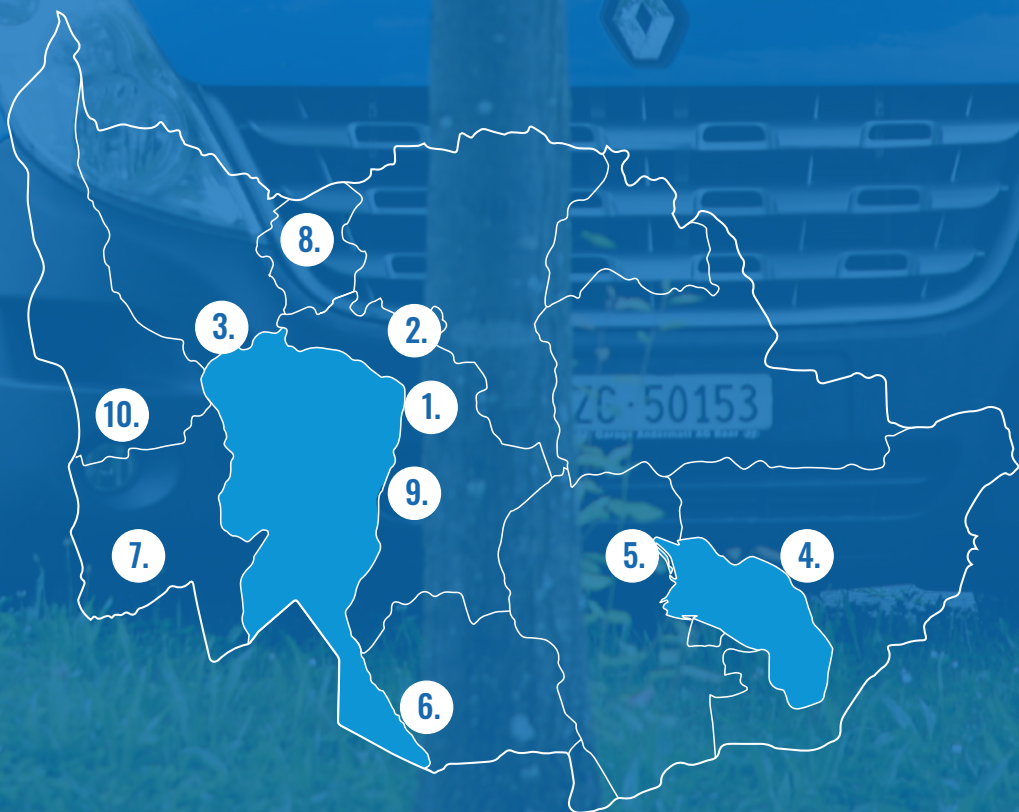
WHERE OUR FAMILIES LIVE BY CANTON



TOP 10 POSTCODES IN ZUG

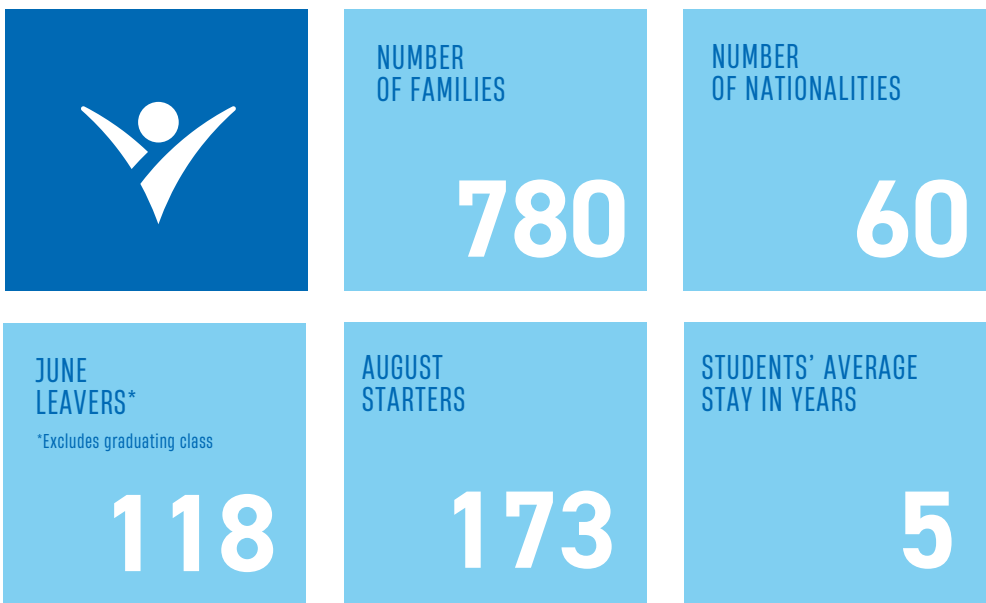


1.	ZUG	6300
2.	BAAR	6340
3.	CHAM	6330
4.	OBERÄGERI	6315
5.	UNTERÄGERI	6314
6.	WALCHWIL	6318
7.	ROTKREUZ	6343
8.	STEINHAUSEN	6312
9.	OBERWIL BEI ZUG	6317
10.	HÜNENBERG	6331





ENROLMENT

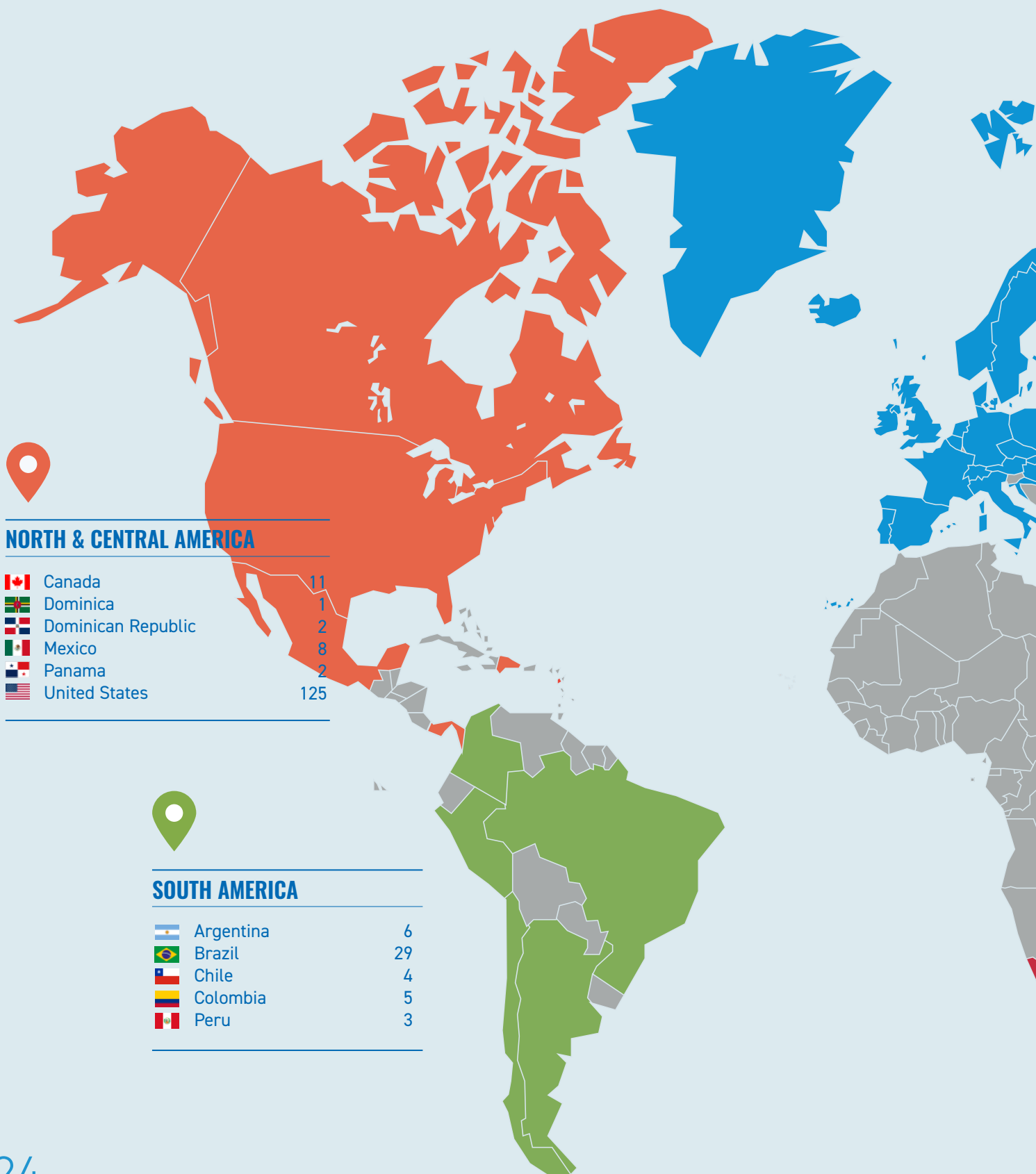


ENROLMENT OVER THE LAST FIVE YEARS AT THE START OF THE SCHOOL YEAR



DIVISION	DIVISION TOTAL	GRADE	GRADE TOTAL
PRIMARY	432	Early Years 1	25
		Early Years 2	41
		Kindergarten	35
		Grade 1	51
		Grade 2	62
		Grade 3	59
		Grade 4	68
		Grade 5	91
MIDDLE	273	Grade 6	81
		Grade 7	97
		Grade 8	95
HIGH	474	Grade 9	107
		Grade 10	123
		Grade 11	127
		Grade 12	117

STUDENT NATIONALITIES





EUROPE




 Austria	10	 Germany	100	 Portugal	7
 Belgium	34	 Greece	9	 Romania	2
 Bulgaria	2	 Hungary	2	 Russia	34
 Croatia	4	 Iceland	1	 Slovakia	4
 Cyprus	6	 Ireland	10	 Slovenia	3
 Czech Republic	6	 Italy	37	 Spain	31
 Denmark	39	 Latvia	2	 Sweden	29
 Estonia	2	 Malta	2	 Switzerland	94
 Finland	5	 Netherlands	41	 Turkey	8
 France	43	 Norway	13	 Ukraine	13
		 Poland	17	 United Kingdom	208

ASIA & OCEANIA

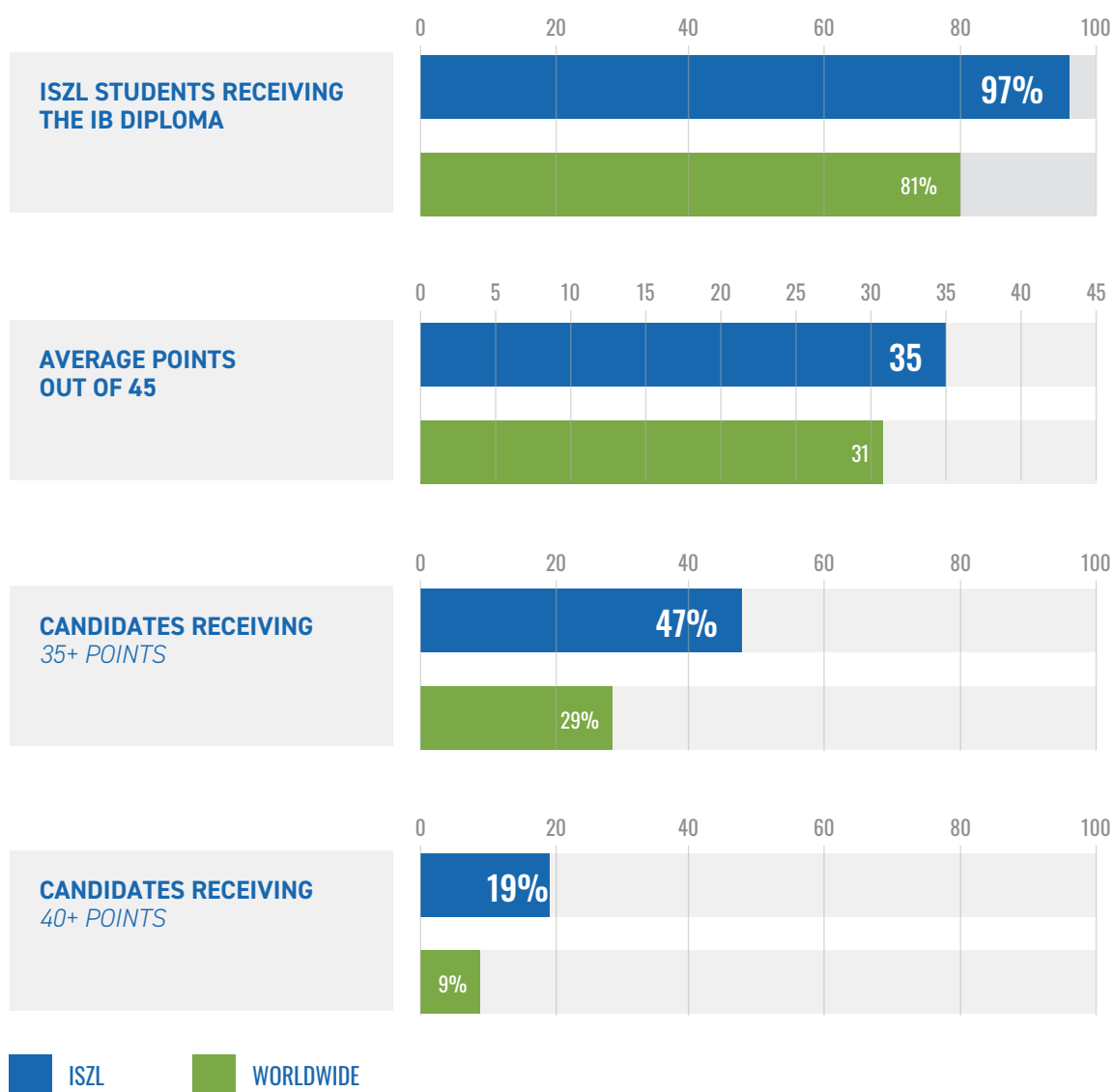
 Australia	42
 China	5
 India	35
 Israel	20
 Japan	1
 Lebanon	1
 Malaysia	5
 Myanmar	1
 New Zealand	6
 Philippines	2
 Singapore	6
 South Korea	1
 Sri Lanka	2



AFRICA

 Egypt	2
 Kenya	1
 South Africa	33

IB DIPLOMA RESULTS



HIGHEST POINTS OBTAINED
BY AN ISZL STUDENT

44

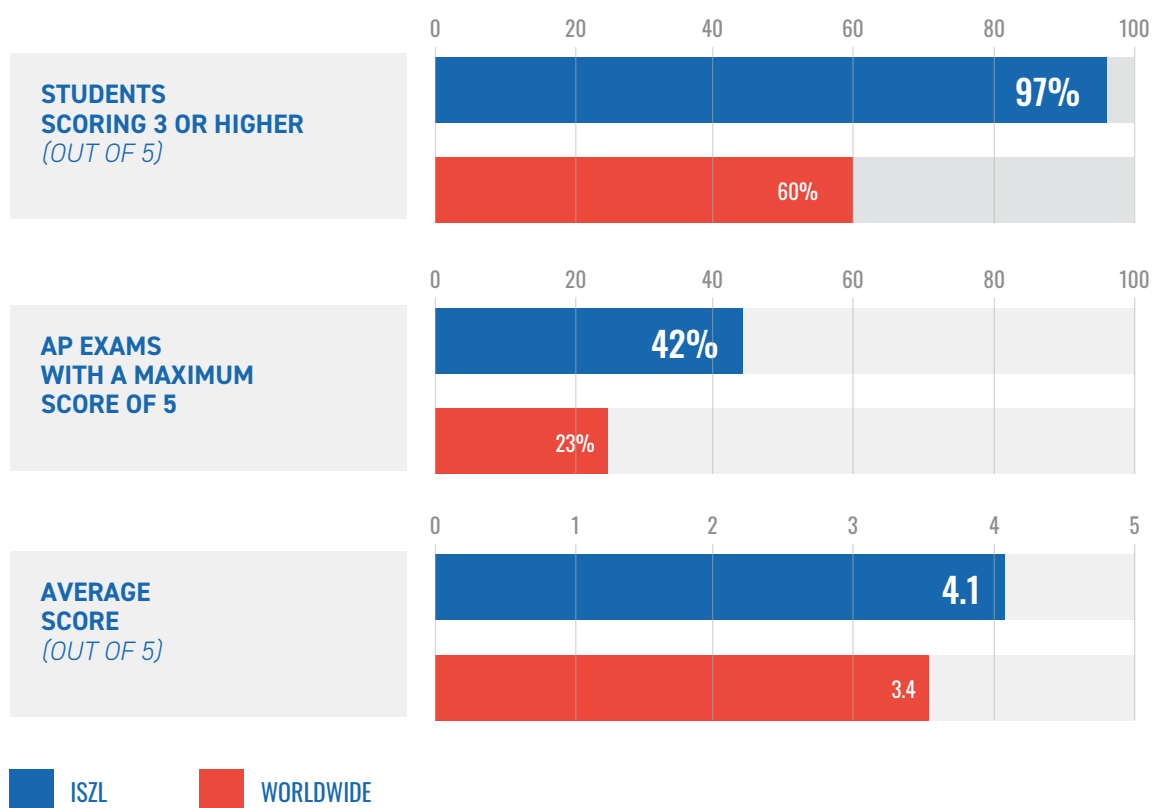
BILINGUAL DIPLOMAS

22%

NUMBER OF GRADE 12
IB STUDENTS

68

AP AND BTEC RESULTS



AP SCHOLARS	AP SCHOLARS WITH HONOURS	AP SCHOLARS WITH DISTINCTION	AP INTERNATIONAL DIPLOMA RECIPIENTS
26	16	34	11

BTEC DIPLOMA IN CREATIVE MEDIA PRODUCTION

PASS RATE	STARRED DISTINCTIONS
100%	85%

2023–2025 UNIVERSITY ACCEPTANCES AND MATRICULATION

A REPRESENTATIVE LIST OF ACCEPTANCES OVER THE LAST THREE YEARS INCLUDES, BUT IS NOT LIMITED TO:

 MATRICULATE TO COLLEGE AND UNIVERSITIES 79%	 GAP YEAR OR MILITARY SERVICE 21%	 UNITED KINGDOM 40%	 NETHERLANDS 13%	 USA 15%	 SWITZERLAND 10%	 OTHER 22%
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AUSTRALIA

RMIT
University of Melbourne
University of Queensland
University of Sydney



BELGIUM

Ghent University
KU Leuven



CANADA

Concordia University
Emily Carr University of Art and Design
McGill University
McMaster University
Queen's University
Trent University
University of Alberta
University of British Columbia
University of Guelph
University of Toronto
University of Waterloo
Western University
York University



CHINA

Fudan University



CZECHIA

Charles University



FRANCE

American University in Paris
Collège Universitaire de Sciences Po
EDHEC Business School
ESCP-Europe - Paris
Paris College of Art
EDHEC Business School
ESCP-Europe - Paris
Paris College of Art
Collège Universitaire de Sciences Po



GERMANY

Bard College Berlin
Bonn-Rhein-Sieg University of Applied Sciences
Ludwig Maximilian University of Munich
Mittweida University of Applied Sciences
MSH Medical School Hamburg



GREECE

The American College of Greece
University of Crete



HONG KONG

Hong Kong University of Science and Technology
University of Hong Kong



HUNGARY

Semmelweis University of Medical Sciences



IRELAND

Trinity College Dublin
University College Dublin



ITALY

Accademia Italiana
Humanitas University
Istituto Marangoni
Università Bocconi
Università di Torino



NETHERLANDS

Amsterdam University College
Amsterdam University of Applied Sciences
Breda University of Applied Sciences
Eindhoven University of Technology
Erasmus University College
Erasmus University Rotterdam
Fontys University of Applied Sciences
HAN University of Applied Sciences
Hanze University of Applied Sciences
Hotel Management School Maastricht
Leiden University
Leiden University College The Hague
Maastricht University
Rotterdam Business School
Rotterdam University of Applied Sciences
Technical University of Delft
The Hague University of Applied Sciences
Tilburg University
University College Roosevelt
University College Tilburg
University College Venlo
University of Amsterdam
University of Groningen
University of Twente
Utrecht University
Vrije Universiteit Amsterdam
Windesheim University of Applied Sciences



LATVIA

Riga Stradins University (Medicine)



SPAIN

Abat Oliba CEU University
EAE Business School
ESADE Business School
European University of Madrid
IE University
Universidad Carlos III de Madrid (UC3M)
Universidad Europea
University of Navarra



SWEDEN

Luleå University of Technology
Lund University
Royal Institute of Technology (KTH)
University of Gävle



SWITZERLAND

École Hôtelière de Lausanne
École Polytechnique Fédérale de Lausanne (EPFL)
ETH Zurich
EU Business School - Geneva
Franklin University Switzerland
Glion Institute
Les Roches
Lucerne University of Applied Sciences
Swiss Business School
UIBS Zurich
Università della Svizzera italiana
University of Lausanne
University of St. Gallen
University of Zurich
Webster University Geneva



UNITED KINGDOM

Abertay University
Arts University Bournemouth
Aston University
Birkbeck, University of London
Birmingham City University
Bristol University
British and Irish Modern Music Institute (BIMM)
Brunel University London
Cardiff Metropolitan University
Cardiff University
City University of London
Coventry University
Durham University
Falmouth University

INTERNATIONAL SCHOOL
AUGUST 2023
motivation / achievement

Glasgow Caledonian University
Goldsmiths, University of London
Hartpury University
Heriot-Watt University
Imperial College London
Istituto Marangoni London
Keele University
King's College London
Kingston University
Lancaster University
Leeds Arts University
Leeds Beckett University
Leeds Trinity University
Liverpool Hope University
London School of Economics and Political Science
Loughborough University
Manchester Metropolitan University
Middlesex University
Newcastle University
Norwich University of the Arts
Nottingham Trent University
Queen Mary University of London
Ravensbourne University London
Regent's University
Robert Gordon University
Royal Holloway, University of London
Royal Veterinary College, University of London
Sheffield Hallam University
St. George's, University of London
Swansea University
University College London
University For the Creative Arts
University of Aberdeen
University of Bath
University of Birmingham
University of Brighton
University of Bristol
University of Cambridge
University of Central Lancashire
University of Dundee
University of East Anglia
University of East London

University of Edinburgh
University of Essex
University of Exeter
University of Glasgow
University of Leeds
University of Leicester
University of Liverpool
University of Manchester
University of Nottingham
University of Oxford
University of Plymouth
University of Reading
University of Salford
University of Sheffield
University of Southampton
University of St. Andrews
University of Stirling
University of Strathclyde
University of Surrey
University of Sussex
University of the Arts London
University of Warwick
University of York



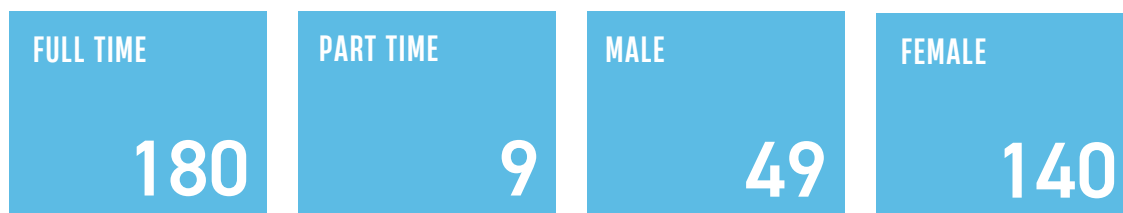
UNITED STATES OF AMERICA

Arizona State University
Babson College
Barnard College
Bentley University
Boston College
Boston University
Brown University
California College of the Arts
Carnegie Mellon University
College of William and Mary
Cornell University
Detroit Institute of Music Education
Drexel University
Emerson College
Emory University
Florida Institute of Technology
Fordham University

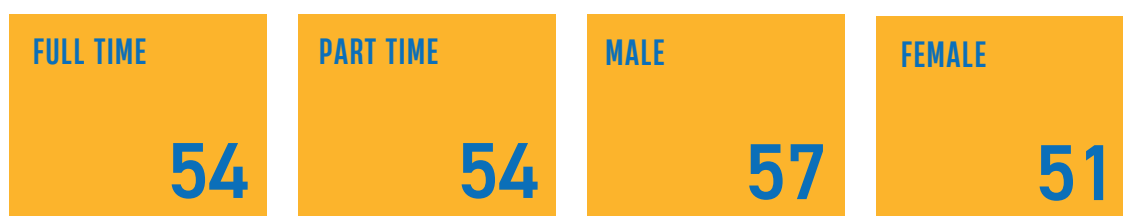
George Washington University
Georgia Institute of Technology
Harvard University
Indiana University at Bloomington
Ithaca College
Los Angeles College of Music
New Jersey Institute of Technology
New York University
Northwestern University
Parsons School of Design
Pennsylvania State University
Purdue University
Rhode Island School of Design
Ringling College of Art and Design
Rochester Institute of Technology
Rollins College
Sarah Lawrence College
Savannah College of Art and Design
Stanford University
Syracuse University
Tufts University
University of California, Davis
University of California, Los Angeles
University of California, San Diego
University of Colorado Boulder
University of Denver
University of Illinois Urbana-Champaign
University of Massachusetts Amherst
University of Miami
University of Michigan Ann Arbor
University of North Carolina at Chapel Hill
University of Pennsylvania
University of Pittsburgh
University of San Diego
University of San Francisco
University of Vermont
University of Virginia
University of Washington
University of Wisconsin-Madison
Virginia Tech
Wake Forest University

FACULTY AND STAFF

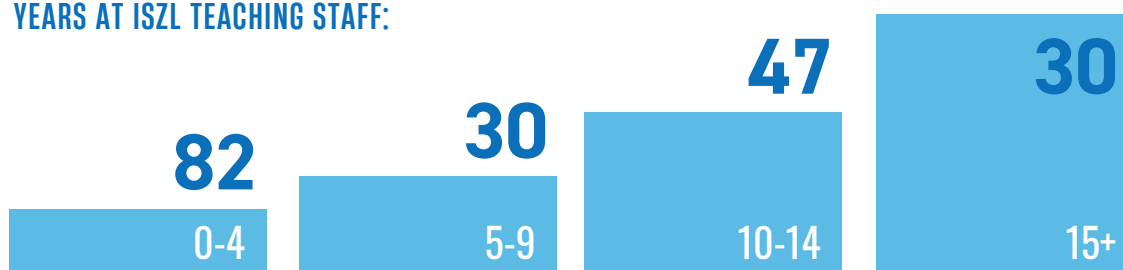
TEACHING STAFF



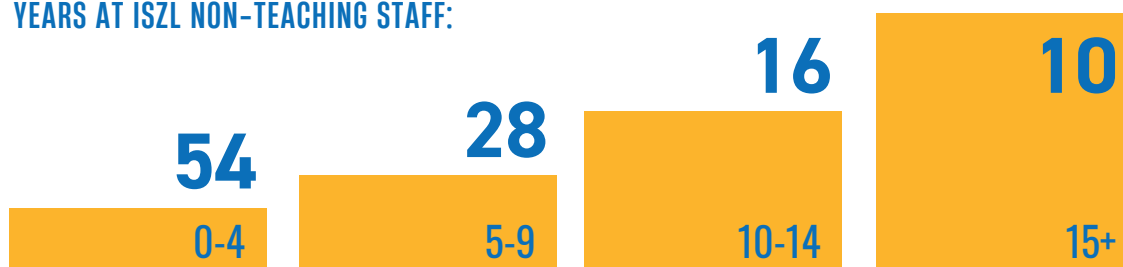
NON-TEACHING STAFF



YEARS AT ISZL TEACHING STAFF:



YEARS AT ISZL NON-TEACHING STAFF:



NATIONALITY TEACHING STAFF:

Australia, Brazil, Canada, Czech Republic, Finland, France, Germany, Greece, Hungary, India, Ireland, Italy, Liechtenstein, Luxembourg, Malaysia, Netherlands, New Zealand, Poland, Romania, Slovakia, South Africa, Spain, Sweden, Switzerland, United Kingdom, United States

NATIONALITY NON-TEACHING STAFF:

Australia, Austria, Bulgaria, Canada, China, Finland, Germany, Greece, Israel, Italy, Japan, North Macedonia, Norway, Poland, Portugal, Romania, Serbia, Slovakia, South Africa, Spain, Sri Lanka, Switzerland, United Kingdom, United States





KEY

ElSSR	EUROPEAN INTERNATIONAL SCHOOLS SKI RACE
ESC	EUROPEAN SPORTS CONFERENCE
JV	JUNIOR VARSITY
HHC	HEINRICH HARRER CHAMPIONSHIPS
HS	HIGH SCHOOL
ISSL	INTERNATIONAL SCHOOLS SPORTS LEAGUE
MS	MIDDLE SCHOOL
PS	PRIMARY SCHOOL
SCIS	SPORTS COUNCIL OF INTERNATIONAL SCHOOLS
SGIS	SWISS GROUP OF INTERNATIONAL SCHOOLS
V	Varsity

ANNUAL SPORTS RESULTS 2024/25

RUGBY

U16
U18

Invitational,SGIS
Invitational,SGIS

INV-Cancelled, SGIS - Champions
INV-Cancelled, SGIS - Champions

FOOTBALL

MS Boys A
MS Boys B
MS Girls A
MS Girls B
JV Boys
JV Girls
Varisty Boys
Varisty Girls

ISSL, SGIS, ESC
ISSL, SGIS
ISSL, SGIS, ESC
ISSL, SGIS
ISSL, SGIS, ESC
ISSL, SGIS, ESC
ISSL, SGIS, ESC
ISSL, SGIS, ESC

ISSL - 2nd Place / SGIS - 3rd Place / ESC - Champions
ISSL - 2nd Place
ISSL - Cancelled / SGIS - 3rd Place / ESC - Champions
ISSL - 4th Place
ISSL - Champions / SGIS - Champions / ESC - 5th Place
ISSL - 2nd Place / SGIS - 2nd Place / ESC - 2nd Place
ISSL - 2nd Place / SGIS - 5th Place / ESC - 3rd Place
ISSL - 4th Place / SGIS - 7th Place / ESC - 6th Place

CROSS COUNTRY

PS
MS
HS

ISSL
ISSL, SGIS, ESC
SGIS

ISSL - 2nd Girls, 3rd Boys
ISSL - 1st Girls, 3rd Boys / SGIS & ESC - No rank
SGIS - Champions

BASKETBALL

PS
MS Boys A
MS Boys B
MS Girls A
MS Girls B
JV Boys
JV Girls
Varisty Boys
Varisty Girls

ISSL, SGIS
ISSL, SGIS, ESC
ISSL, SGIS
ISSL, SGIS, ESC
ISSL, SGIS
ISSL, SGIS, ESC
ISSL, SGIS, ESC
ISSL, SGIS, ESC
ISSL, SGIS, ESC

ISSL - Champions / SGIS - Champions
ISSL - 3rd Place / SGIS - 8th Place / ESC - 2nd Place
SSL - 4th Place / SGIS - 4th Place
ISSL - 2nd Place / SGIS - 6th Place / ESC - 2nd Place
ISSL - Cancelled / SGIS - No Rank
ISSL - 2nd Place / SGIS - 3rd Place / ESC - 2nd Place
ISSL - 2nd Place / SGIS - No rank / ESC - 4th Place
ISSL - 3rd Place / SGIS - 5th Place / ESC - 2nd Place
ISSL - 4th Place / SGIS - No Rank / ESC - 6th Place

SWIMMING

PS
MS
HS

INV, ISSL
ISSL, SGIS
ISSL, SGIS, ESC

Individual Ranking
Individual Ranking
Individual Ranking

SKIING

PS
MS
HS

ISSL, Volkl Cup
EISSR, Volkl Cup, HHC
EISSR, Volkl Cup, HHC

ISSL - Champions / Volkl Cup - Champions
EISSR - No Rank / Volkl Cup - Champions / HHC - Champions
Volkl Cup - Champions / HHC - Champions

BADMINTON

PS
MS
HS

SGIS
SGIS
ISSL, SGIS, ESC

SGIS - No Ranking
SGIS - Champions
ISSL - 3rd Place / SGIS - Champions/ ESC - 2nd Place

SOFTBALL

HS

ISSL

ISSL - No Rank

VOLLEYBALL

PS
MS Boys ISSL
MS Girls A
MS Girls B
JV Girls
Varisty Boys
Varsity Girls

SGIS
ISSL - Cancelled
ISSL, Invitational,SGIS
ISSL, Invitational
ISSL, SGIS, ESC
ISSL, SGIS, ESC
ISSL, SGIS, ESC

Champions
ISSL - 3rd Place / INV - 4th Place / SGIS - 4th Place
ISSL - 3rd Place / INV - 4th Place
No Team this year
ISSL - Champions / SGIS - Champions / ESC - 2nd Place
ISSL - 3rd Place / SGIS - 7th Place / ESC - 6th Place

TRACK & FIELD

PS
MS
HS

ISSL, SGIS
ISSL, SGIS
ISSL, SGIS, ESC

ISSL - Champions / SGIS - 2nd Place
ISSL - Champions / SGIS - 2nd Place
ISSL - 4th Place/ SGIS - Girls Champions / ESC - No rank

GOLF

MS+HS

ISSL, SGIS

ISSL - No rank, SGIS - No rank

TENNIS

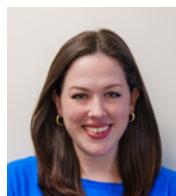
MS
HS

ISSL, SGIS
ISSL, SGIS, ESC

ISSL - 2nd Place / SGIS - 2nd Place
ISSL - 3rd Place / SGIS - No rank / ESC - 2nd Place

HOW OUR SAFEGUARDING POLICIES TRANSLATE INTO DAILY PRACTICE

Written by
SARA TAT,
Designated Safeguarding Lead
and Head of Counselling



At the beginning of each school year, the message 'Safeguarding our Students is our Greatest Responsibility'

is displayed for all staff. It serves as a key reminder for us all that before teaching and learning can occur, students need to feel safe and cared for. But what does the word "Safeguarding" really mean in schools? The term 'Safeguarding' refers to all of the preventative measures that we take in the best interest of student safety and wellbeing and is embedded in the work we do each and every day at ISZL. Safeguarding is an umbrella term and includes things such as: recruitment and hiring, fa-





cilities, code of conduct, staff training, student education and more.

It is important to know that safeguarding does not mean removing all risks, as risk-taking is a vital part of learning. It does not mean unnecessary restrictions, guidelines or policies as safeguarding policies are intentionally designed to support student well-being and safety and follow both local and international recommendations. Safeguarding means being intentional about our choices as a school in regards to student wellbeing and safety and continuously asking the question, "what is the best care we can provide for our students?."

As an international community of educators, we have staff from all over the world and each person brings their own unique and valuable experience. While our experiences and perspectives may differ, safeguarding expectations are consistent for all ISZL staff. Guidelines around standards of behaviour, curriculum, and more are outlined in our Guidelines for Safer Working Practices and shared with staff. Staff are encouraged to ask questions and consult or seek clarification throughout the year as needed.

All of our ISZL staff, both teaching and non-teaching, complete annual Child Protection and Safeguarding training. For new staff that join us, they complete an extended training to ensure that they are clear on our Child Protection Handbook, school policies, and reporting platforms. These trainings help to ensure common language and practices between staff. The goal is for all staff, regardless of their direct interactions with students, to feel confident in their ability to identify concerns and respond appropriately.

With students, we encourage them from the time they start at ISZL to report to a trusted staff member should they see, hear about, or experience something that is unsafe or gives them concern about their own or another person's wellbeing. Our High School students have an alternative option to report online and can do so anonymously. ISZL staff are trained in ways to respond to disclosures and also are aware of their professional responsibilities to report via our MyConcern platform or to a member of our Child Protection Team.

Our Child Protection Officers consist of key staff members that have additional training in Child Protection. All

of our nurses, counsellors, assistant principals, principals, Deputy Director and Director are Child Protection Officers, often referred to as "CPOs." Each CPO brings their training, experience and knowledge to our team and serves as a resource within our community. Our Child Protection Officers not only support when a concern or need is identified but they also work preventatively to ensure that students, staff and parents have adequate resources to support student safety and well-being. In our Primary School, students learn about the Zones of Regulation and how to identify body sensations that may be associated with different regulatory states. This type of programme helps students to be able to identify when their body is telling them something is wrong and what they can do. Students are taught the concept of consent at an early age which is reinforced through lessons on personal space, boundaries and safe and unsafe touch.

Throughout Middle and High School, safeguarding topics continue to expand and include things like healthy relationships, social media and digital safety, substan-

ce use and more. As students become older, their peer relationships become increasingly more important and influential. We also know that students may, at times, have a concern about a peer and not be equipped to provide them with the support they need. In these instances, we encourage students to talk to a trusted adult who can help them navigate the situation and ensure that their peer receives the support they need. All of our community members are encouraged to report if they ever have a concern related to the safety or wellbeing of an ISZL student. ISZL parents and guardians play a vital role in safeguarding and through their partnership and support, we can ensure that student well-being and safety is at the forefront of what we do. Through our Parent Portal, parents/guardians can make a report which will be directed to the Designated Safeguarding Lead and followed-up on in accordance with our Child Protection Handbook

Safeguarding is not done in isolation and is a collective, daily effort in support of our students. Our Safeguarding policies at ISZL support this work and will continue to prioritise students and their needs.





MAKING A DIFFERENCE: ISZL'S FUND FOR EXCELLENCE

The Fund for Excellence (FFE) provides important resources beyond our operational budget, allowing us to enhance student learning and reach higher levels of educational excellence. With the support of the FFE, we are able to offer students valuable experiences and opportunities that enrich their education. Each year, the FFE is responsible for funding several notable projects that enhance the curriculum, drive innovation, and support holistic development of students.

Thanks to the support of the FFE, ISZL has been able to reach important milestones, such as receiving the ISC Environment Award in 2022 and being named a top finalist for the World's Best School in Environmental Action. As a non-profit school, we rely on the generosity of our community. Your support helps us continue to grow, innovate, and provide the very best learning experiences for our students. Together, we're shaping a brighter future for our school and beyond.



STAGE PROJECTORS FOR DIGITAL DESIGN

Thanks to support from the Fund for Excellence (FFE), the Zug Campus Baarburg Theatre is now equipped with powerful new projectors.

These projectors open up exciting possibilities for our community, allowing the Tech Team to bring performances to life with immersive digital environments. Beyond enhancing our theatrical productions, they also provide new opportunities for creative learning and add versatility to a wide range of live events at ISZL.



EXPANDING PLAY WITH TABLE TENNIS

The FFE supported the purchase of two durable table tennis tables, complete with paddles, balls, and storage, to create new opportunities for play and learning in the Primary School. The tables provide a flexible way to expand what is available to students during outdoor play. Not only do they offer a fun and engaging activity for children who may not always want to play soccer, they also help students develop important hand-eye coordination and racquet skills. The project has enriched the PE curriculum while also enhancing the variety and inclusivity of free play, encouraging collaborative, social, and active experiences.



AUDIOBOOK COLLECTION AT THE LIBRARY

With support from the FFE, our Zug Campus Library has launched a new audiobook collection to support Literature Circles in Grades 4–8. While these student-led book discussions are a key part of Language & Literature classes, limited access to audiobooks has created challenges for English language learners and students with reading differences.

The new collection, hosted on the Sora digital platform, ensures all students can fully participate (regardless of reading ability) by offering multimodal access to literature. This initiative promotes inclusivity, supports diverse learning needs, and encourages confidence in reading and discussion. As these books are purchased in Sora, they are also available to anyone in the community with an ISZL Sora account.



A GARDEN FOR LEARNING AND GROWTH

Our Early Years team used FFE funding to transform the garden into a hands-on research space, complete with a new shed and wormeries. Children helped design the area, sharing their ideas through drawings, observations, and play. Together, they explored composting and sustainability, enriching the soil with their own worm-produced compost. Thanks to their hard work, the garden is now a vibrant space where they can explore and grow. The children held a garden party to celebrate, singing and enjoying the produce they had grown!

ADDITIONAL COMPLETED FFE-FUNDED PROJECTS

ISZL Arts Week
Music Manuscript Library
Student Technology Projects
Visiting author Katherine Marsh
Taxidermy Animals in Early Years
Display Cabinet for 3D Art and Design Outcomes

Visiting maths specialist Fran Watson
Performance Headsets for the Theatre
Food Truck Business Entrepreneurship Group (loan)
ISZL News Club
Pinewood Derby Track
Ideas Hub

Scan the QR code to donate and learn more about the FFE



AUDITED FINANCIAL REPORT*

BALANCE SHEET AS OF 31.07.2025

ASSETS	CHF
<i>Current assets</i>	45,440,647
<i>Non-current assets</i>	48,343,404
TOTAL ASSETS	93,784,051
LIABILITIES AND CAPITAL	
<i>Current liabilities</i>	42,754,303
<i>Non-current liabilities</i>	13,720,000
<i>Fund</i>	20,386,766
<i>Organisation capital 31.07.25</i>	16,922,983
TOTAL LIABILITIES AND CAPITAL	93,784,051

STATEMENT OF OPERATIONS 2024/25

<i>Revenue</i>	45,952,699
<i>Donations received</i>	96,071
<i>Contributions from public authorities</i>	1,167,648
OPERATING REVENUE	47,216,416
<i>Personnel expenses</i>	- 34,890,016
<i>Operating expenses</i>	- 9,205,035
RESULT BEFORE INTEREST, DEPRECIATION, AND AMORTISATION	3,121,365
<i>Depreciation and valuation adjustments to fixed assets</i>	- 1,606,827
RESULT BEFORE INTEREST	1,514,539
<i>Financial expenses</i>	- 313,012
<i>Financial income</i>	74,832
<i>Extraordinary income</i>	563,452
ANNUAL RESULT	1,839,811

*The Audited Financial Statement of the ISZL. The financial statements were audited by the statutory auditors, BDO Limited Switzerland, and approved by the ISZL Board of Trustees in November 2025. The information presented above reflects the financial position as of 31 July 2025.

A WORLD-CLASS LEARNING COMMUNITY

The International School of Zug and Luzern (ISZL) is an independent co-educational, non-profit day school serving the international community of Central Switzerland by providing a comprehensive education from Early Years to university preparation, from ages 3 to 18.

As an International Baccalaureate (IB) World School, ISZL is authorised by the IB Organisation to offer the Primary Years, Middle Years, IB Diploma and Career-related Pathway Programmes. In addition, students in Grades 11 and 12 have the option of taking Advanced Placement (AP) courses and exams, which are audited by the College Board.

ISZL has been accredited by the prestigious and highly respected Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC). ISZL is a member of the Swiss Group of International Schools (SGIS) and the Educational Consortium of International Schools (ECIS).

ISZL is supervised by the Educational Authorities of the Canton of Zug and operates with their approval.

A NON-PROFIT FOUNDATION

ISZL is registered as a non-profit foundation (Stiftung) in Switzerland.

EINE LERNGEMEINSCHAFT DER WELTKLASSE

Die International School of Zug and Luzern (ISZL) ist eine unabhängige, gemeinnützige Tagesschule, die der internationalen Gemeinschaft der Zentralschweiz eine umfassende Ausbildung vom Vorschulalter bis hin zur Universitätsvorbereitung für 3 - 18-Jährige anbietet.

ISZL ist als International Baccalaureate (IB) World School durch die IB Organisation autorisiert, die Primary Years, Middle Years, IB Diploma und Career-related Pathway anzubieten. Ausserdem haben Schüler der 11. und 12. Klasse die Möglichkeit, Advanced Placement (AP) Kurse zu belegen und Examen abzulegen. Alle AP Kurse werden vom College Board überprüft.

ISZL ist akkreditiert vom renommierten und hochangesehenen Council of International Schools (CIS) und der New England Association of Schools and Colleges (NEASC). Die Schule zeigt damit, dass ihre akademischen Programme von höchster Qualität sind.

ISZL wird von der Bildungsbehörde des Kantons Zug beaufsichtigt, und wird mit deren Genehmigung geführt.

EINE GEMEINNÜTZIGE STIFTUNG

ISZL ist nach schweizerischem Recht als gemeinnützige Stiftung organisiert.



ISZL ZUG CAMPUS - MAIN OFFICE:

Walterswil 1, 6340 Baar, Switzerland
Tel. +41 41 768 2900
Email. office.zug@iszl.ch

ISZL RIVERSIDE CAMPUS:

Rothusstrasse 4b, 6331 Hünenberg, Switzerland
Tel. +41 41 768 2950
Email. office.riverside@iszl.ch